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ABSTRACT

This report reviews recent research on strategies that have been found to promote useful and effective inservice training programs in desegregated schools. The first section presents approaches for planning and implementing inservice training for desegregation. The second section describes inservice desegregation training programs that focus on: (1) instructional methods; (2) curriculum; (3) self awareness, empathy, and interpersonal relations; (4) discipline techniques and classroom management strategies; and (5) parent involvement in school affairs. The third section discusses the need to train administrators for school desegregation. It is suggested that the most successful inservice training programs are those that have been planned and implemented by educators themselves; address specific needs of teachers and administrators in single school settings (including student achievement, improving interpersonal relations, discipline and classroom management techniques, and curriculum innovation); involve participants in program development and implementation; and focus on developing practical skills and responses for the classroom. Models of the components of inservice training programs and the relationship between training areas and outcomes are given. (Author/MJL)

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Increasing the Effectiveness of Inservice Training for Desegregation:

A Synthesis of Current Research

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Produced in cooperation with NEA Instruction and Professional Development

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School desegregation presents most educators with new experiences which challenge their professional capabilities, personal values, and dispositions. It follows that inservice training programs provide teachers with knowledge, insights, and skills to cope with change. Such programs are thought to combat rigidity in teachers' attitudes and instructional practices by facilitating the development of flexibility in dealing with new instructional demands and challenges in relations with students and colleagues.

Most desegregation experts agree that inservice training is necessary to prepare educators for changes in schools that result from desegregation. (See Broh & Trent, 1981; Banks, 1976; Welkner, Goering, & Linden, 1971; and Genova & Walberg, 1980.)

The intuitive sensibility of the need for inservice training in desegregating schools is reflected in the provisions of many desegregation plans for public elementary and secondary schools. Yet despite agreement among researchers and academicians and the requirements of desegregation plans, educators frequently express skepticism about the usefulness of inservice training for desegregation. Indeed, such doubt regarding the effectiveness of often uncritically planned and implemented inservice programs may be well founded. While most desegregation experts emphasize the importance of inservice programs, remarkably little research has undergirded the case for the effectiveness of particular desegregation training strategies. The greatest portion of the literature on desegregation-specific training is qualitative and descriptive. Few empirical studies examine this type of training.

The evidence on desegregation-specific training is problematical for a number of reasons. First, studies measure a variety of outcomes to identify effective or successful inservice training activities. Most determine program effectiveness in terms of changes in participants' attitudes, behavior, or proficiency; few directly assess the relationship between desegregation-specific training and student outcomes. A second problem of the research is that the impact of programs on participants or students is seldom measured over time. As Weinberg indicates:

> The most basic problem of existing research on inservice training is the failure to study the practical classroom application of findings. Typically, a summer workshop is held; participants are pretested and posttested; a positive change in attitudes may be recorded. This outcome is hailed as evidence of a successful experience. But no effort is usually made to discover whether the classroom teacher acts any differently when he or she returns to the classroom. (1977, p. 240)

Another problem of the existing research on inservice training for desegregation is the validity of generalizing findings of specific studies to broader contexts. Most reserach examines training in a single school or district. Programs are developed and implemented to meet specific needs and concerns of educational settings that differ in terms of student and staff characteristics, school organization, and styles of administrative leadership. It is risky to apply strategies found to be effective in these limited contexts to other educational settings. Findings of research on specific programs may serve to guide the planning and conduct of other programs, but they cannot be used to justify wholesale adoption of program models because they have been determined to produce positive outcomes in other schools and districts.

The usefulness of inservice training in any school district depends on at least four factors: 1) the manner in which training is conducted, 2) the content of training, 3) what groups participate, and 4) who conducts

the training programs. The purpose of this study is to review what the evidence from current research suggests about effective strategies for inservice education in desegregated schools with respect to each of these factors.

Our discussion relies heavily on three recent studies of inservice training in desegregated schools by King, Carney, and Stasz (1980), Carney (1979b, 1979c, 1979d), and Little (1981). Other studies of desegregation-specific training are drawn upon where applicable. In general, however, evidence on the effectiveness of inservice training strategies for desegregation are fragmentary, and although some consensus emerges regarding overall approaches to effective training, discussions and evaluations of specific desegregation-related strategies are varied and not documented in many cases.

In the research, as in practice, distinction is often made between desegregation-specific training and general inservice training. In many respects, however, these types of training are very similar. The problems teachers and administrators confront in desegregated settings are usually variations of the problems and opportunities they encounter prior to desegregation. At the bottom line, the goals of desegregation-specific and general inservice training are the same -- enhancing student achievement, improving classroom management and discipline, promoting positive relations among students, and stimulating curricular innovation.

If problems of desegregated settings are variations of problems encountered by educators in nondesegregated contexts, useful information about the effectiveness of different approaches to conducting desegregation-specific training can be gained from research on general training programs. Thus, evidence from studies that examine the impact of inservice training in general is discussed when appropriate. Many of these studies shed light on relationships between training and both educator and student outcomes alluded to, but not demonstrated by, studies of desegregation-specific training. Research on general inservice training programs, however, contains many of the same problems of validity discussed with respect to studies of desegregation-specific training. Findings of this research are presented to illustrate more general relationships between training and educator and student outcomes than are revealed in studies of desegregation-specific programs. (See Hyman, 1979, for discussion of problems inherent in assessing research on general inservice training.)

This review is concerned primarily with strategies that promote useful and effective inservice programs in desegregated schools. The first section presents general and several specific approaches to inservice training for desegregation that appear to be most effective. The second section describes various types of desegregation-specific training. The third discusses the need for training administrators for desegregation.

Approaching Inservice Training for Desegregation

The design of an inservice training program involves two basic types of decisions: 1) what topics should be addressed, and 2) how should training be conducted? Most discussions focus on the first of these questions. Yet, unless inservice training is developed in ways

that promote learning and behavioral change, efforts spent designing the content of programs will have little consequence. Often, strategies used in providing educators with inservice training lack the sophistication of instructional strategies that educators themselves employ to facilitate learning in the classroom.

Few studies empirically examine the effectiveness of particular approaches to desegregation-specific training on teacher and administrator attitudes and behavior or how such training affects student achievement and race relations. Despite the lack of such direct evidence, some agreement exists that certain general strategies of inservice education will enhance the knowledge and capabilities of educators with respect to instructional techniques, curricula, interpersonal relations, and discipline in desegregated schools. Each strategy should be considered in planning and implementing inservice training programs for teachers, administrators, and other personnel.

General Strategies

General strategies for planning and implementing inservice training for desegregation are similar to those for inservice training in nondesegregated settings. (Useful research on effective inservice education includes Burrello and Orbaugh, 1982, and Howey, Bents, and Corrigan, 1981.) These strategies follow a general sequential and cyclical pattern.

1. The planning and development of inservice training programs should be preceded by a needs assessment by members of a school's staff.

2. Planning of the content and procedure of inservice training should be based on the needs assessment. Specific goals for training and strategies for their achievement should be well established in this process.

3. Means should be developed at the start to evaluate consequences of training. Evaluation criteria should coincide with training goals.

4. Actual training should reflect the goals established in the planning process and should address the specific problems and needs identified in the initial assessment.

5. Training sessions should be evaluated to determine whether program goals were addressed and training procedures were followed. Anticipated and unanticipated outcomes of training should also be evaluated. Evaluation should be made on a continuous basis to determine the impact of training over time.

6. Program evaluation should be followed by another needs assessment to identify problems that should be addressed in subsequent inservice training.

7. Training that aims for long-range change needs follow-up components which focus on individual problems of participants applying what was learned to classroom settings. Follow-up sessions should be based on evaluation of the training sessions and should themselves be followed by evaluation and a needs assessment for further training.

8. Inservice training should be a continuous process that is integrated with the regular activities of each school.

9. The process of inservice education should reflect the principles and practices being taught to participants.

10. Finally, and perhaps of greatest importance, training should address individual needs to foster collective participation of the staff in a school and school-wide adaption and change.

Specific Strategies

Several specific strategies for conducting inservice training for desegregation should be implemented within the general framework outlined above.

1. Faculty members, administrators, and nonprofessional staff should understand the desegregation order, the desegregation plan, and the implications of the plan's implementation to the district, individual schools, and inservice participants. Throughout the inservice process, participants should be made aware of the relationship between training and the implementation of successful desegregation of their schools.

2. The needs assessment should strive to identify problems and needs of individual teachers, administrators, and other members of school staffs that should be addressed in training programs. It should not be conducted by administrators alone, nor should it reflect only one group's perceptions of problems and needs throughout the school. All members of a school's

staff should be given the opportunity to express individual needs and opinions about how inservice training might be approached to best meet those needs. The assessment may be conducted in a number of ways. Surveys and group discussions frequently are successful methods to implement this strategy.

3. Participants should be included in the planning and design of inservice programs. Teachers and administrators are capable of informing the planning process with respect to specific needs and problems of individual schools.

4. Whenever possible, faculty members and administrators of host schools should be involved in the conduct of inservice training. Participants take more responsibility for training and learning if they are able to influence both the planning and implementation of inservice programs.

5. If trainers are brought in from outside the school system, they need to have knowledge of district and single school matters. Teacher and administrator participation in planning and conducting training serves this function. Yet, teachers and administrators often respond better to peers from their own and other schools than they do to professional consultants or university professors.

6. All members of groups targeted for training should participate in inservice programs. Ideally, training should be perceived by educators as important enough to warrant full participation. Realistically, incentives should be provided for total participation. Financial rewards, course credit, or certificate-renewal credit might be offered. After one form of inducement loses appeal, another should be tried. If strategies for voluntary participation fail, training should be mandatory. Time and resources for training should be built into participants' contractual time.

7. Teachers and administrators usually should participate in inservice programs together since they can reinforce each other to implement what is learned through training. Furthermore, teachers and administrators need to develop through training school-level norms that foster more effective desegregation-related practices.

8. Training sh uld be designed to encourage individual participation in programs, not merely attendance at them. Training incorporating dialogue between participants and trainers and among participants themselves is usually more effective than training through lectures or other means that preclude active participant involvement.

9. Small group formats usually are better than larger school-wide or multischool formats because they allow for identification of and concentration on problems of individual participants within school settings. It follows that the specific content

of inservice training should be oriented toward school-level and not district-wide concerns. Problems and needs of individual schools often differ from those of other schools or of a system at large.

10. Training should be practical with a product orientation and "hands-on" experiences for immediate application. Abstract or theoretical presentations without practical components offer little immediate assistance to teachers and administrators and, as a result, participants tend to view such programs as providing slight, if any, benefit.

11. Little attempt should be made to directly change attitudes of participants. Inservice efforts to change attitudes must be long-term and, particularly in the area of interpersonal relations, should be pursued by providing educators with specific positive behavioral responses to perceived problems.

12. Programs on different topics should be coordinated and linkages between training areas should be established to provide continuity.

13. Training programs should be continuous. Simply providing workshops before schools open or infrequent training sessions is not likely to have much long-term effect.

14. Inservice training should be incorporated as a component of total school or district functions. Desegregation-related training should be tied to central concerns of educators such as enhancing achievement and classroom management.

15. Whenever possible, desegregation-specific programs should be combined with general inservice training. As asserted above, the problems teachers and administrators confront in desegregated settings are usually variations of those encountered prior to desegregation. Moreover, labelling an inservice program desegregation-specific may result in a loss of interest by educators who believe that desegregation is an unnecessary burden or that the goals of desegregation are not important goals of the educational process.

No one type of inservice training format "works" across all school settings. Inservice training planners should be wary of adopting a program model without modification simply because that model has been thought to be effective in another school or district. Generally, effective types of inservice training programs appear tailored to specific settings and address themselves to particular problems of those settings.

Evidence and Illustrative Examples

Analyses by King, Carney, and Stasz (1980) and case studies edited by Carney (1979b, 1979c, 1979d) of inservice training programs in desegregated school districts provide evidence of the effectiveness of the general and specific strategies outlined above. In a survey of 16 desegregated school districts, King and her colleagues conclude that the most effective training programs are those based on a formal needs assessment and are well planned and evaluated. King defines a "formal" assessment method as one that is routinized, is clearly understood by trainers and participants, and can be described by most school staff members. Most of the less effective training programs examined in this study omitted one or more of the assessment, planning, or evaluation components.

Evidence from the Carney case studies suggests that each of the above strategies relates to effective inservice training in general. No one case study discovered all of the strategies; some indicate, however, that one or more of the strategies are associated with effective inservice training and others suggest that the absence of one or more of the strategies contributed to program ineffectiveness.

In one case study, Davila identifies factors attributable to effective training in a northeastern "commuter town" district that enrolls about 6,300 students (Carney, 1979b). Forty-five percent of this student population is minority. Teachers and administrators viewed inservice training emphasizing instructional strategies and interpersonal relations as very effective in improving staff attitudes and instructional competency. Current training programs shifted emphases from districtwide concerns to issues and needs of individual schools. Although training was mandatory for both teachers and administrators, participants were able

to choose among topics designed to address individual concerns. These topics ranged from techniques to increase student motivation and achievement to promoting teacher self-awareness and empathy toward minority students. Both desegregation-specific and nondesegregation-related themes were incorporated in the overall training program. There were, as a result, no perceived differences between desegregation-specific staff development programs and others offered. Teachers attributed the effectiveness of the training to its small group format that utilized a "hands-on" approach to solving practical problems in the classroom. Also, they thought that their active involvement in the total inservice training process, both planning and implementation of programs, increased the effects and benefits of the training to those who participated.

Gwaltney reports that a school district located in a large eastern industrial and commercial center attributed the effectiveness of its inservice training programs to similar factors (Carney, 1979b). In this larger district, where Blacks constitute 48% of school enrollment, training concerned with instructional strategies and interpersonal relations was perceived effective by teachers and administrators because programs emphasized identification and discussion of individual teachers' needs. The format of this district's inservice activities was individual instruction rather than large group sessions. Classroom demonstrations were incorporated in the total training process that also included workshops and discussion sessions. Trainers worked with participants in their classrooms, observing, conducting evaluations, and participating in actual instruction. Follow-up sessions were provided until teachers thought they had shown improvement in training areas. Programs offered

participants "hands-on" experiences in practical skills that could be applied directly in classroom settings.

Williams (1980) argues from the findings of surveys and interviews of school personnel, parents, and students in six southern states that no one strategy or set of strategies is adequate to facilitate successful training. Programs should incorporate a variety of techniques to meet individual needs of participants. Training should not be fragmented in content or short-term in duration. Further, he asserts that training should involve all personnel in the units involved and foster collegiality. Beckum and Dasho (1981a) stress that provision of specific behavioral responses is essential if inservice training is to have any long-term impact. In addition, they argue from evidence presented in their case study that all training programs should be based on school-wide needs assessments.

In a survey of schools in four states, Howey (1978) found that teachers in his sample perceived job-related training more effective if conducted by colleagues than by university professors or other outside consultants. Teachers believed they were more sensitive to individual and school-related problems and concerns than were outside trainers. In addition, surveyed teachers preferred small group formats that allow discussion and problem sharing and solving to large lecture programs or courses held outside their schools.

Little (1981) contends that the process and content of inservice training must focus on collegiality, experimentation, and organizational change for schools to successfully deal with the challenges posed by desegregation. In a study of elementary and secondary schools in a desegregated urban district, she found that effective inservice training

fostered frequent, continuous, and concrete talk among teachers and administrators about teaching practice, encouraged frequent peer observation and evaluation, promoted joint development of teaching materials for long-term improvements, and led to teachers and administrators teaching each other about the practice of teaching. She recommends that interactions about teaching should be reciprocal. In other words, initiation of and participation in activities should be widely distributed among all teachers and administrators. In summary, Little concludes:

> Effective staff development activities foster collective participation of the staff in a school. Teachers are not seen as individuals who are drawn out, changed, and put back, but are seen as members of an organization, whose adoptions of innovations depends on the characteristics of the organization, and whose knowledge as members of that organization can be turned to creating the conditions under which all staff in the school will progress as they work together. (p. 107) [Emphasis added.]

Types of Inservice Training for Desegregation

Topics of inservice training for desegregation generally fall into five categories: 1) instructional methods; 2) curricula; 3) self-awareness, empathy, and interpersonal relations; 4) discipline techniques and classroom management strategies; and 5) parental involvement in school affairs. In some instances, training deals with the development of human relations programs for students, but we will not discuss this topic here for two reasons. First, almost all research on this topic relates directly to studies of inservice programs on curricula and interpersonal relations. Second, human relations programs can include almost any topic, and improving relations among students is closely associated with the creation of positive learning environments (i.e., instructional strategies and curricula) and the ways teachers and administrators deal with students. Because efforts to improve human relations among students

embody aspects of other inservice training topics discussed in this study, it would be redundant to single out this concern as a unique subject of training.

Although each of the topics of inservice training for desegregation is examined separately, their contents are not mutually exclusive. All, in fact, are related. Evidence from the research strongly suggests that schools develop training programs that deal with each of the topics examined here and that these topics are interrelated. One topic may be emphasized more than another, as established by individual schools' needs assessments, but no one content area should be stressed to the exclusion of the rest. For example, training teachers and administrators to develop and administer discipline and classroom management techniques alone may prove counterproductive without programs that deal with self-awareness of attitudes and behavior, empathy toward students, and interpersonal relations.

In addition, topics of inservice training for desegregation often relate to concerns addressed in general inservice training for improving academic achievement and interpersonal relations among students, teachers, and administrators. The components of desegregation-specific training are also similar to those of bilingual training programs. Common emphases include assessment of learning needs and styles of students in heterogeneous classrooms and cultural awareness. In much the same way that processes of inservice training for desegregation are similar to general inservice training, program topics addressed in desegregation-specific training correspond to those that should be presented in training related to other areas of the educational enterprise.

Inservice Training in Instructional Methods

This type of inservice training deals with instructional methods that may be used to improve student achievement in classrooms that have become more heterogeneous as a result of desegregation. Classroom heterogeneity may be reflected in student academic ability and achievement as well as in student academic preparation. Inservice training related to instructional strategies is often linked with efforts to improve basic skills and with the development and implementation of multicultural curricula. This section deals with inservice training as it relates to teaching techniques. In the following section, we discuss inservice training as it relates to curricula.

Often, teachers in desegregated schools are confronted with instructional situations in which techniques that are successful with more homogeneous student groups no longer apply, or at least are more difficult to implement. Inservice training that centers on specific instructional strategies to assist teachers in heterogeneous classrooms can provide practical options to outmoded instructional techniques and opportunities for resolution of problems that result from the implementation of new strategies. Examples of instructional techniques that are useful in heterogeneous classrooms include cooperative learning, small group or individual instruction, student tutors, and team teaching.

Obviously, classroom instruction does not take place in a vacuum. Adoption and application of new instructional techniques must be considered after assessment of the contexts in which new strategies are to be employed. Braun (1977) argues, for example, that failure to successfully develop and implement new instructional strategies may be due to a lack of perception and understanding of new ethnic and cultural contexts in

desegregated schools. This suggests that inservice training in instructional strategies should be combined with programs designed to assist teachers and administrators understand the nature and characteristics of their changed student bodies.

While understanding the ethnic and cultural heterogeneity of desegregated schools is a precondition of the development and implementation of successful instructional strategies, inservice programs that seek to promote an understanding of cultural and ethnic differences are insufficient to adequately prepare educators to teach diverse student groups. According to Beckum and Dasho (1980), training must also provide concrete instructional techniques that address different academic needs of students in desegregated settings to promote improvement of student achievement.

Evidence and Illustrative Examples. King et al. (1980) conclude that inservice training for teachers in instructional methods is an effective way to improve teacher competency and approaches to diverse student populations. Teachers and administrators surveyed in the study indicate that this type of training is important and most desire expansion of programs related to instructional techniques. The Institute for Teacher Leadership (1979) stresses that in order to meet the changing academic needs of students in desegregated schools, teachers should undergo training in instructional methods that match the different learning styles of minority and white students. The Carney case studies (1979b, 1979c, 1979d) also emphasize the need for and general effectiveness of inservice training in instructional techniques.

King and Graubard identify outcomes of inservice training in instructional methods implemented by a small, largely middle class eastern school district with an enrollment that is 38% minority (Carney, 1979b). Staff

training at three of the elementary schools and the district's only middle school is coordinated through a teacher learning center directed by an outside consultant. The center offers structured inservice activities that focus on teaching educators about styles of learning and on enhancing their effectiveness in the classroom. Training includes discussion and demonstration teaching by trainers in teachers' classrooms. Neither trainers nor participants view the program as primarily related to desegregation, but all expressed belief that successful desegregation could be promoted if teachers continue to learn to recognize and respond to a wider range of learning styles.

Hunter found evidence of effective training in instructional methodology conducted by a western urban school district with a student population of 13,750, 50.5% of which is minority (Carney, 1979d). Inservice training programs sponsored by a state-funded professional development center focus on skill training in five areas: using behavioral objectives, diagnosis, prescriptive instruction, lesson analysis, and application of learning theory through instructional techniques. The program is structured around five cycles. Each successive cycle is based on completion of the former. The cycles begin by emphasizing basic knowledge, understanding, and application of effective instructional skills. They conclude with on-site assistance to participants in the implementation of techniques. As the program is institutionalized, original participants become trainers inasmuch as they are utilized in the on-site assistance component. Most teachers indicated that the inservice program helped them feel more competent about teaching and helped administrators feel more competent about supervising instructional processes. Most respondents also believed that improving teaching methods leads to

improved student academic achievement, although test scores in this district had not substantially improved when this survey was administered.

While these studies of desegregation-specific programs do not provide definitive evidence that training of this kind leads to improvement in student achievement, it seems reasonable to argue that this relationship exists. Several studies that examine the impact of inservice programs in nondesegregated settings suggest that training in specific instructional techniques does lead to improved student attitudes toward school and their peers, fewer disciplinary problems, and increased levels of student achievement. Whitmore, Melching, and Frederickson (1972) found evidence that students' reading and math achievement in grades 2-7 improved significantly after their teachers had undergone training in the development and use of instructional objectives, implementation of learning modules and mastery tests, and employment of contingency classroom management techniques. Moore and Schaut (1976) conclude that training teachers to use instructional strategies to reduce student inattention increases student attention to classroom instruction. This study suggests that such inservice training positively relates to improving student achievement inasmuch as increasing student attention to learning decreases opportunities for disruptive behavior and facilitates greater academic achievement. In another study, Kruse (1976) found that students of teachers who participated in training oriented toward child-centered instructional strategies showed an average one-year gain in reading skills across pretest and posttest measures.

In a 1976 study, Fitzmaurice concludes that inservice training in diagnostic/prescriptive approaches to instruction not only produces higher levels of student spelling and reading achievement but improves teachers'

attitudes toward students. This study suggests that a relationship exists between instructional strategies and teachers' attitudes toward improving student achievement. It further suggests that teachers' attitudes toward students may partially be determined by their ability to employ successful instructional techniques. In other words, teachers' attitudes toward students may be improved by giving them the ability to use instructional methods that are appropriate in situations where other strategies have proven ineffective.

A survey of elementary school teachers in Urbana, Illinois, presents evidence of this relationship between instructional proficiency and the attitudes of teachers toward their students. Marcum (1968) found that although teachers in this district generally favored desegregation, a substantial proportion expressed reluctance to work with minority students. The reported data suggest that this unwillingness was due not to expressed racial prejudice but to teachers' beliefs that they were not qualified to teach minority students.

In a more recent study, Chow, Rice, and Whitmore (1976) show that inservice training in tutoring skills for heterogeneous classrooms results in significant gains in teachers' attitudes toward academically disadvantaged students. Gains in student math achievement were attributed not only to the application of new instructional methods but to improvement in the dispositions of teachers. Teachers who did not receive training in these techniques showed no significant gain on the measures of attitude and their students exhibited no improvement in achievement.

There are a number of studies of experiments that introduce various forms of cooperative learning to classrooms (Slavin, 1981). These

experiments involve intensive training of teachers to use the techniques, and almost all of the studies show positive gains for students in either achievement or tolerance toward others or both.

Inservice Training Related to Curricula

Desegregation often results in increased demands for educational quality and relevance. These demands prompt many school districts to reassess instructional techniques, reexamine and alter existing curricula, and develop multiethnic, multicultural, human relations, and perhaps alternative magnet programs to meet the educational interests and needs of heterogeneous student bodies. A greater capability for teaching from a multiethnic perspective is often required of educators regardless of the ages of the students or the courses they teach. As a result, educators frequently express a need for inservice training that helps them make curricular transitions and provides them with instructional strategies that may be used to teach new curricula.

Often, inservice training in curricula goes hand-in-hand with training in instructional techniques. Programs that stress new content areas should be accompanied by training to facilitate classroom implementation of new curricula. In other words, training to promote new instructional strategies may be necessary to ensure that new curricula are implemented successfully.

It would not be feasible to outline the content of the various types of curricula that schools might adopt to facilitate desegregation. There is a vast literature on basic skills instruction, bilingual education, and multicultural, multiethnic, and human relations programs that is beyond the scope of this discussion. (An introduction to this literature may be found in Hawley et al., forthcoming.) Regardless of which new types of curricula

are adopted, it is particularly important that teachers and administrators be given the opportunity to identify content areas that are appropriate to their local situations and the particular needs of their students.

Inservice training related to curricula should be 1) responsive to the needs assessments of teachers and administrators, 2) sufficiently practical and specific so that educators can use actual practices and materials that facilitate the implementation of chosen curricula, and 3) presented so that emphases on practicality do not obscure the basic theories and propositions that underlie the content of new curricula. Without this third component, educators may find themselves saddled with specific programs -- some of which are prepackaged and apparently useful -- but they may have no bases for adapting and modifying the curricula to meet their students' needs and for knowing whether their adaptations meet the goals of the new curricula.

Evidence and Illustrative Examples. King et al. (1980) indicate that inservice training for curricular change is common in newly desegregated districts. In general, training that emphasizes multiethnic and multicultural education, and, to a certain extent, basic skills, is thought to be effective in helping teachers adapt course content to the specific needs and interests of minority students. This study also indicates that training in curricula may be more successful than training in interpersonal relations and discipline because curricula are often perceived to be less value-laden by educators. In some districts, effective interpersonal relations and discipline programs are given a curricular emphasis to make inservice training more value-neutral. Case studies edited by Carney (1979b,

1979c, 1979d) provide further evidence that inservice education helps teachers implement multicultural curricula. In addition, these studies indicate that this type of training helps teachers identify instructional needs and interests of minority students and develop course content that addresses those needs and interests.

Osthimer describes multiethnic inservice training conducted through an ethnic culture center in a midwestern school system of about 58,000 students (Carney, 1979c). Approximately 26% of this district's student enrollment is minority. The overall purpose of the program is to train teachers in the theory, development, and implementation of multiethnic curricula. The program centers around workshops conducted by outside consultants and district resource personnel. The first sessions emphasize the philosophy of cultural pluralism, separatism, and theories of ethnic and cultural mixing. Training then shifts to developing sample lessons and using multiethnic materials. Finally, participants are assisted to develop their own lessons to use with students. Classroom teachers are observed by trainers to determine if multiethnic materials are being used and if their use has any impact on classroom activities. In order to correct perceived difficulties of integrating multiethnic emphases into general curricula, additional training sessions are conducted on the basis of an informal needs assessment. This training component involves formulating lesson plans, implementing them in the classroom, reporting back to the training group, and disseminating successful plans to other teachers.

In another case study, Osthimer describes inservice training in basic skills instruction conducted by a district located in a midwestern industrial center (Carney, 1979c). This district's student enrollment of 20,000

is 53% minority. Inservice programs emphasize curriculum-based and achievement-oriented training for desegregation. The district provides specific training in remedial instruction for designated teachers but offers programs in teaching comprehensive sequential basic skills on all grade levels. This training is designed to encourage and allow for "diagnosis and individualization while maintaining multicultural, heterogeneous classrooms" (pp. 14-15). Workshops are generally activity-oriented and provide materials for participants to take with them to their classrooms. They emphasize concepts of mastery learning, techniques of eliminating ability grouping in classrooms, and cooperative learning techniques in conjunction with the basic skills curriculum. Evaluations are conducted frequently and the results are used to develop future training programs.

Greene, Archambault, and Nolen (1976) examined the impact of inservice training in curricula and instructional strategies on elementary school teachers' knowledge of and attitudes toward teaching mathematics. This training was divided into two sessions. The first was a summer session focused on promoting the understanding of different approaches to math curricula; the second was conducted during the regular school year and emphasized instructional strategies. This study found that while significant increases in teachers' attitudes toward teaching math were related to participation in both summer and regular school year sessions, the greatest determinant of improved attitudes among teachers was training in new approaches to curricula offered during the first session.

These findings, while not related to desegregated settings per se, do have implications for desegregation-specific inservice training. As suggested in the discussion of inservice training in instructional methods, teachers need opportunities to explore different approaches to curricula

that meet the educational needs of changed student bodies. Provision of new instructional strategies, while certainly helpful, may not be enough to improve teachers' attitudes toward students unless these methods are seen as consistent with and facilitative of new curricula. It is reasonable to suggest, therefore, that teachers' attitudes toward their subject matter may best be improved by training that addresses both instructional strategies and curricula. The study by Greene and his colleagues (1976) supports this contention.

Inservice Training in Self-Awareness, Empathy, and Interpersonal Relations

There is general agreement that inservice training for teachers and administrators to improve relations with and among students is a necessary component of desegregation. Most experts believe that increasing teacher self-awareness of their race-related attitudes and behavior is vital for improving student-teacher relations in desegregated schools (see Broh & Trent, 1981). Furthermore, it is thought that increasing teacher empathy for and sensitivity to individual students' attitudes, behavior, and instructional and psychological needs facilitates the development and implementation of more effective and less challenging techniques in instruction, classroom management, and student discipline. Ideally, interpersonal relations and related training should enable teachers and administrators to better respond not only to the needs and behaviors of ethnically and racially different students, but also to ethnically and racially different colleagues.

A variety of approaches to interpersonal relations training exists in terms of both format and content, and there is little agreement about which prove most effective. In general, however, three aspects of this type of training seem important:

1. Training should concern itself with specific needs of individual schools and participants, and characteristics of student bodies.

2. The effectiveness of training that seeks to change teacher attitudes and behavior appears to be directly related to a certain degree of preliminary self-awareness that interpersonal relations problems either exist or could exist in their particular schools and to participant receptivity of training programs. This receptivity is influenced by the degree to which participants believe training programs to be potentially effective (see Winecoff & Kelly, 1971).

3. Attempts to change attitudes are much less effective than training in behavioral responses to particular sources of interpersonal conflict or prejudice. These behavioral changes often are followed by changes in attitudes.

This last point should be emphasized. Few people are willing to acknowledge that they are insensitive to or prejudiced toward others, especially children of another race. Thus, working in a direct way to change attitudes or increase sensitivity may seem unnecessary and even insulting to educators. Interpersonal relations training should emphasize, therefore, the identification of positive behaviors in much the same way that training in instructional methods focuses on theory and technique.

Evidence and Illustrative Examples. Acland (1975) identifies positive results of interpersonal relations training to improve teachers' attitudes and increase teachers' expectancies of minority students. The U.S. Commission on Civil Rights (1976) reports that interpersonal relations training is an effective way to alter teachers' and administrators' attitudes and behavior that lead to differential treatment of students by race. Such treatment, in turn, might result in isolation within classroom or school. Also, Doherty and his colleagues (1981) conclude that interpersonal relations training is related to positive student attitudes toward school, particularly among minority students. In addition, this study finds that the percentage of minority nonprofessional staff receiving interpersonal relations training is related to improving interracial attitudes of all students and interracial behavior of minority students.

Several studies of local inservice programs indicate that training in interpersonal relations improves teachers' attitudes and student-teacher interactions. In addition, some evidence exists that this type of training relates to gains in student achievement. Data from an assessment of an ESEA Title III inservice training project in Los Angeles (1974) suggest that providing teachers with supportive and motivating techniques for all students improves their attitudes toward "low achievers" and accelerates the academic growth of those students. Hillman and Davenport (1977) found that interpersonal relations training in Detroit increased cross-race student-teacher interactions in the classroom. Before training, these types of interactions occurred infrequently. It was noted in this study, however, that while cross-race interactions increased as a result of training, in certain instances minority students began to receive a disproportionate amount of attention from teachers. While this study deems increased frequency of cross-race interaction beneficial, it may be that too frequent interaction and too much attention are dysfunctional to improving student-teacher relations.

In other studies of local inservice programs, Redman (1977) discovered significant increases in teacher empathy toward minority students as a result of interpersonal relations training in the Minnesota public schools. In an earlier study of this program, Carl and Jones (1972) found that participation in training increased teacher flexibility, self-awareness of attitudes and behavior, and sensitivity to colleagues and students.

Schniedewind (1975) evaluated an inservice training program in classroom strategies for dealing with racism and sexism. The program, implemented by a Maryland school district, focused on analysis and modification of teaching behavior, on interpersonal relations, and on microteaching.

When compared with a control group, teachers who participated in the training exhibited significant increases in self-awareness and self-confidence that they could change their attitudes and behavior and make a positive impact on the learning environment. Participants showed signs of growing trust in colleagues. Finally, participants exhibited increased awareness of racism and sexism while the control group of nonparticipating teachers regressed slightly on this measure.

Hunter and Hyman found evidence of effective interpersonal relations training in a western metropolitan school district of about 11,800 students (Carney, 1979d). Approximately 20% of this district's enrollment are minority students. Generally, teachers and administrators attribute declines in racial tensions among students to teacher training in interpersonal relations skills. The training offered a variety of programs with enough frequency so that they were available to all staff members. To facilitate desegregation efforts, a cultural awareness program was initiated. The overall goal of this training was to promote staff awareness of the positive contributions of minorities to the historical development of the United States. Topics of discussion included cultural awareness, myths, stereotypes, self-concept, and institutional racism. Hunter and Hyman conclude that respondents generally believe that this program was very effective in helping teachers reach minority students, for whom they usually held very low expectations, and to better understand linkages between students' environments and cultures and their behaviors.

Inservice Training in Discipline Techniques and Classroom Management

Training for dealing with disruptive classroom behavior, ranging from lessened respect for authority to personal threat, is a need increasingly expressed by educators. Improving capacities in these areas may reduce

the use of unnecessary suspensions or felt needs for grouping techniques that may address discipline problems but foster resegregation within schools. This type of training seems particularly important for schools that are undergoing the initial period of desegregation.

Classroom discipline techniques are generally of two types: 1) preventive techniques and 2) punitive techniques. Desegregation experts generally agree that effective techniques to prevent or correct discipline problems involve components of effective classroom management, empathy, sensitivity, and concepts of fairness, equal treatment of students, and due process (see Broh & Trent, 1981). Inservice training in interpersonal relations, classroom management, and instructional strategies helps create positive and more comfortable classroom environments. This, in turn, reduces antagonistic relations which might lead to discipline problems. Furthermore, training in these areas may facilitate positive teacher attitudes and behavior that better assist them to deal with occurrences of discipline in an equitable and nonresegregative manner.

While inservice training in instructional techniques and interpersonal relations relates to ways in which teachers approach discipline in their classrooms, teachers often express a need for programs that equip them with specific discipline techniques for immediate application. Often, inservice programs that provide such techniques are effective to help teachers develop methods for preventing and reprimanding disruptive student behavior. It should be stressed, however, that this type of training may be ineffective in the long run without the provision of programs in interpersonal relations and instructional strategies that help teachers improve their attitudes about and relations with students and

create positive learning and social environments to avoid situations that result in disciplinary problems.

Evidence and Illustrative Examples. King and her colleagues (1980) find evidence that teacher requests for conflict/discipline management training differ considerably between desegregated and nondesegregated school districts. Teachers in recently desegregated districts request this type of training far more frequently than teachers in nondesegregated districts or districts that have been desegregated for some time. King reports that inservice training in discipline techniques contributes to successful desegregation because staff members believe it helps prevent desegregation-related student behavior problems. In addition, teachers and administrators tend to believe that this type of training enhances morale and feelings of competence because it provides specific methods for dealing with behavioral problems of students.

Carney (1979b, 1979c, 1979d) also indicates that there is a great demand for inservice training in classroom discipline techniques among teachers in recently desegregated school systems. In case studies of exemplary programs, discipline-specific training is but one part of a more comprehensive training agenda that, in most instances, places primary emphasis on interpersonal relations. Although the relative effectiveness of training in discipline techniques cannot be evaluated apart from other aspects of inservice programs, the success of discipline-specific programs appears directly related to effective interpersonal relations training.

The Positive Alternatives to Student Suspension Program of the St. Petersburg public schools effectively combines interpersonal relations programs with training in school and classroom discipline techniques

(Bailey, 1978). This program offers participants strategies for "crisis/remedial" intervention that include use of a "time-out" room to which students are sent to talk out their problems and devise plans to resolve their difficulties with the assistance of a "facilitative listener." Another focus of the program is the development of a student school survival course. Students with recurrent behavioral problems are referred to this course that meets once a week. Under the guidance of a skilled leader, students having problems are taught that it is possible to survive in school and to receive positive feedback from teachers, administrators, and other students. Training in these crisis/remedial intervention strategies is accompanied by extensive interpersonal relations programs designed to prevent discipline problems. These programs focus on increasing teacher sensitivity to student behavior and needs and on helping teachers devise means by which classroom environments and student-teacher relations may be improved. The central purpose of the interpersonal relations components of training is to promote more effective communication systems among teachers and students, teachers and administrators, and teachers themselves through participation in nonthreatening activities that emphasize positive verbal expression.

The available evidence does not suggest that interpersonal relations training can take the place of training related to classroom management. As Borg (1977) found, training designed solely to improve teacher and student self-concepts and student-teacher interactions has little impact on reducing mildly and seriously deviant student behavior. But, training in classroom management techniques was shown to reduce incidences of these types of behavior.

Programs on discipline techniques and classroom management and training in interpersonal relations are mutually reinforcing. Data presented by Brown, MacDougall, and Jenkins (1972) suggest that while the solution to many disciplinary problems lies in the development and implementation of classroom management techniques, avoidance of disciplinary practices detrimental to positive classroom environments and learning seems to rest with providing teachers with training opportunities to assess their behavior in the classroom and improve their general interactions with students. This study found that teacher assessments of student ability to perform school-related tasks and of student propensity for good behavior in the classroom are related to student self-assessment on these measures. The findings suggest that if teachers develop favorable concepts of students and those concepts are communicated to them, student self-concepts will improve and discipline problems will decrease.

In a survey of research assessing the effectiveness of staffing practices and inservice training to help schools manage student conflict and alienation, Hyman (1979) found scattered evidence that inservice programs help reduce student discipline problems. Hyman suggests that training in discipline techniques and interpersonal relations has a positive effect on changing teachers' attitudes toward students and that these changes in attitude tend to improve student self-image, reduce punitive teacher behavior, and lower incidences of disruptive student behavior. When these changes occur on a school-wide basis, Hyman concludes, the total learning climate is enhanced.

Inservice Training for Parental Involvement in School Affairs

Almost all experts on school desegregation stress the importance of various ways of involving parents in the schools, and, more particularly,

in the education of their children (see Broh & Trent, 1981). At the same time, teachers and administrators appear to receive very little training in how to relate to parents and involve them more effectively in school affairs.

Desegregation can lead to special problems in parent-school relations and inservice training might focus on means by which these relations can be improved. Because desegregation invariably increases the heterogeneity of a school's student body, educators must relate to a different and more diverse group of parents. This suggests a need for teachers and administrators to understand differences in the behavior and values of parents with varied cultural and socioeconomic backgrounds. In other words, the lessons educators need to learn about students, they also need to learn about parents. Specifically, training should help educators develop communication skills, awareness of power and status differences, and techniques parents can use to help their children learn at school and at home.

Because parents often have to travel farther to schools after desegregation and into neighborhoods in which they may not feel comfortable, educators need to consider ways to involve parents other than those traditionally used. For example, parent-teacher conferences and Parent-Teacher Association (PTA) meetings might be held in different neighborhoods, and teachers may want to visit homes rather than waiting for parents to come to school. Activities designed to include parents should be scheduled at times that minimally conflict with parents' work and teachers' after-hours time.

School desegregation may establish an adversarial relationship between some parents and the schools. For example, parents who oppose desegregation may resist participating in school activities or be angry at the

changes that result from desegregation. Other parents, through advisory councils and monitoring groups, may be perceived as threatening by educators. These possibilities should be discussed and ways of relating to parents who take a skeptical view of schools or who share in the traditional authority of educators need to be developed.

Evidence and Illustrative Examples. The importance of promoting parent support for desegregation and involvement in schools is identified by Doherty and his colleagues (1981). Their study finds that parent support for desegregation promotes positive interracial attitudes among minority students and positive attitudes toward school among white students. In addition, activities to involve parents in schools are found to improve interracial behavior among minority students. These findings emphasize the need to train educators to develop and implement strategies that increase parent support of and involvement in desegregated schools.

Virtually no literature exists on the impact of inservice training for educators on increasing parental involvement in desegregating and desegregated schools. The suggestions above are based on inferences made by considering together the changes in educator-parent relationships that might result from desegregation and the literature and perspectives on other aspects of inservice training.

The literature provides only few examples of inservice training programs for school personnel designed to encourage parental involvement in schools. The Institute for Teacher Leadership (1979) describes two such programs. In 1973, the New Brunswick Education Association (New Jersey) began a three-year training program that involved both school and community participants. One component of this program trained teachers and local education association leaders to plan and implement parent-student activities to increase parent

involvement in school affairs. The Denver school system instituted a number of inservice training programs that included sessions designed to encourage parent-teacher communication and to train teachers in methods to stimulate parent interest in school curricula, parent-teacher organizations, and other school activities. The Institute provides no data on the effectiveness of these programs.

The extent to which schools can go to engage parents in their children's education is suggested by the New Haven (Connecticut) involvement of parents in district reading programs. The New Haven program has 18 components ranging from strategies for increasing reading skills, to courses and workshops for parents, to dissemination of information to parents (Criscuolo, 1982). Preparing teachers and administrators to develop home-school instructional programs such as this may constitute an effective approach for training to promote parental involvement in schools.

Inservice Training for Administrators

Principals play an extremely important role in influencing the course of student race relations, achievement, and the nature of student behavior in schools. Partly, this is because of explicit actions that principals must take to resolve matters that involve race. Examples of such actions are student discipline and assignment of students to classrooms. In addition, principals' racial attitudes and behavior become models for teachers and students in schools. The importance of the principal in setting a school-wide tone for race relations implies that there should be more inservice training for these and other administrators than is presently offered. While virtually all desegregation experts agree that principals are very important to effective desegregation (see Beckum & Dasho, 1981b; Broh & Trent, 1981), little such training occurs and little has been written about how to prepare principals and other

administrators for desegregation. It seems likely that the same general strategies that apply to both the content and the character of teacher training discussed above should be applied to the training of administrators.

In particular, Davison (1973) proposes the following strategies for inservice training of principals and other administrators:

1. Planning of inservice programs for administrators should include selected participants who might later serve as leaders of training sessions.

2. Incentives should be provided to facilitate full participation. It should not be assumed that administrators are more eager to participate in training than teachers.

3. Program content should be designed to ensure balance and association between theoretical understandings of training topics and their practical application in specific situations.

4. Inservice training for administrators will be more successful if it is designed to address specific needs of participants.

5. Training should emphasize concrete ways that administrators can consider, develop, and implement new administrative practices. Programs should not be critical of existing practices, but should provide means by which those practices may be examined and perhaps amended.

6. Inservice training for administrators should engender commitment to educational change and provide a knowledge base for such commitment.

In addition, school administrators in desegregating systems probably need special training to help teachers deal with stress, organize the system of public transportation (which is more than a logistical problem), deal with the media, identify sources of funding, and, at the district level, coordinate external financial resources. In more general terms, Beckum and Dasho (1981b) argue the importance of preparing principals and district-level officials to plan and implement both short-term and long-term desegregation strategies, orchestrate community involvement in schools and in school desegregation, and "educate" community and monitoring groups about school and district

characteristics and the dynamics of organizational change in schools. Of course, other members of administrative staffs influence school climates. Assistant principals, deans, and guidance counselors should also undertake inservice training related to desegregation.

Evidence and Illustrative Examples. Turnage (1972), Crain, Mahard, and Narot (1981), Forehand and Ragosta (1976), and St. John (1975) all stress the importance of principals' behavior in influencing school climate. The Safe School Study (National Institute of Education, 1978) found that differences among secondary schools in levels of student crime, misbehavior, and violence are strongly related to the degree of school-level coordination of discipline policy by the principal. This study concludes that a school's overall climate will be safer and teachers will express more positive attitudes toward and perform better in school if principals see that all staff members follow the same general set of rules and that those rules are clearly communicated to students. In addition, principals must promote mutual reinforcement of teacher and administrator behavior and help teachers maintain discipline within their classrooms.

The importance of the principal's role in shaping school climate is emphasized in a recent reanalysis of the Safe Schools data. Gottfredson and Daiger (1979) identify the following factors as important in minimizing interpersonal conflict within desegregated schools:

1. Principals should stress the importance of desegregation and improving race relations publicly and with conviction.
2. They should support teachers in their efforts to alter their behavior and manage their classrooms and prohibit teacher practice that discourages good race relations.
3. They should help draft and fairly administer rules of conduct for students and staff.

Development of principals' capabilities to achieve these conditions seems to be an important goal of training programs for school administrators.

Doherty and his colleagues (1981) find that inservice training for principals in interpersonal relations has a positive relationship to improving overall school climate and to improving student attitudes toward school. These findings suggest that such training promotes a harmonious and cooperative school environment that may lead to positive interactions not only among students but among students and teachers, teachers themselves, and among administrators and teachers.

Some evidence from the case studies suggests that principals indirectly influence the climate of their schools by the emphases they place on the inservice training of teachers (Carney, 1979b, 1979c, 1979d). Principals who express strong support of teacher training in interpersonal relations, instructional methods, and discipline, and themselves participate in such training, promote the improvement of school climate. In addition, involvement of principals in teacher training creates an atmosphere of cohesion and administrative support of teachers. Beckum and Dasho (1981a) support these findings in their case studies and argue that administrative leadership and participation in inservice is essential to the adoption of school-wide improvement. Further, they contend that principals must be informed and committed to training if desired outcomes are to occur.

In a case study of an eastern consolidated school district, Graubard and King attribute the success of inservice programs for teachers to the active involvement of a school principal (Carney, 1979b). In this school system of approximately 65,000 students, 30% of whom are minority, an elementary school principal spends the greatest portion of inservice time training teachers in positive approaches to student behavior. During the first week of the

school year, teachers work to develop a consensus about the behavior-related rules of the school and to get students to accept those rules. Participants in this program believe the training is successful because it is directed by the principal who, they think, is more aware of their individual needs than a trainer brought in from outside the school or district. Furthermore, teachers believe that active participation in their training by the principal increases their dedication to and involvement in the programs and fosters a better overall school climate.

Carney found evidence that comprehensive inservice training involving principals, administrative staff, and teachers in interpersonal relations, curricula, instructional methods, and discipline effectively reduced problems in the desegregation of a midwestern unified school district of approximately 26,000 students (Carney, 1979c). Principals and other administrative staff members were required to attend training sessions that also emphasized bilingual education, and assessment of the district's progress toward desegregating its schools. Retreats were held for principals and other administrators and concentrated on crisis management and interpersonal relations. In addition, administrators attended inservice training for teachers that emphasized multicultural education, instructional methods, and interpersonal relations. Much of the effectiveness of this program was attributed to the comprehensive training of both administrators and teachers, separately and together.

In another case study, inservice training for principals and other administrators that focused on understanding the district's desegregation plan and school-community relations was found to promote a smooth transition of three western school districts into a consolidated system (Carney, 1979d). Although most other inservice training programs in interpersonal relations, curricula, and instructional methods were designed for teachers, administrators

were encouraged to attend. Formats of these programs varied and included workshops, seminars, university classes, and participant exchange.

Summary

Despite the problems inherent in research on inservice training in general and desegregation-specific training in particular, there emerges a rather clear set of strategies for effectively planning and conducting inservice training for educators in desegregated schools. In addition, the literature identifies a number of relationships between types of training and promotion of educator and student outcomes. The most useful and successful inservice training programs appear to be those that educators themselves plan and implement to address specific needs of teachers and administrators in single school settings and to foster collegiality and school-wide change. Participant involvement in the development and conduct of training seems to enhance the impact of programs on both teachers and administrators. In addition, training of both teachers and administrators should include development of practical skills and behavioral responses that may be immediately applied in classrooms and throughout schools.

The practical aspects of training should be based on theory and principles to explain the appropriateness of adopting and implementing specific techniques in desegregated settings and to provide a basis upon which techniques may be amended as changes occur in schools. Inservice programs for desegregation, like general inservice training programs, should include a variety of content areas and coordinate topics to provide continuity throughout the training process. Training should be continuous and incorporated as a component of total school or district functions. Desegregation-specific programs should be related to the central concerns of educators such as increasing student achievement, improving interpersonal relations, enhancing discipline and classroom management techniques, and stimulating curricular innovation.

The components of inservice training and the sequence for their implementation are illustrated in Figure 1. In addition, research on desegregation-specific and general inservice training suggests various relationships among different types of programs and between training areas and teacher and student outcomes. These relationships are suggested in Figure 2.

It must be reiterated that schools should not adopt specific models of inservice training for desegregation simply because they have been thought effective in other schools or districts. Further, recommendations based on research should be approached cautiously because of the problems of validity and generalizability in current studies. Programs, models, and recommendations contained in this study might best be considered hypotheses, propositions, or guidelines that can be used to develop local programs which can then be tried and tested. As Massey and Crosby (1982) suggest, teachers and other participants can modify inservice programs in ingenious ways to make them more meaningful and relevant. Given such opportunity, the suggestions of the research can be adapted to the specific needs of educators to promote the overall effectiveness of school desegregation.

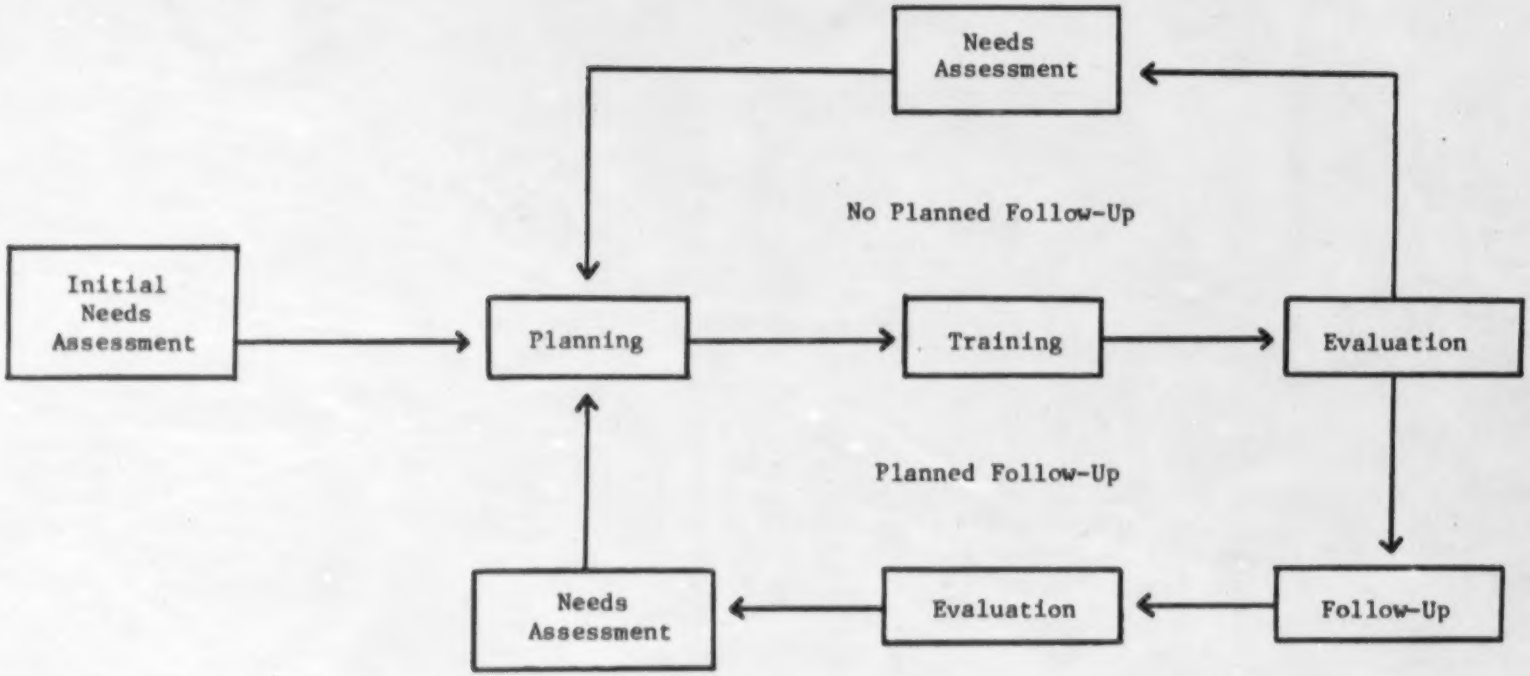

Figure 1. Progression of components of inservice training.

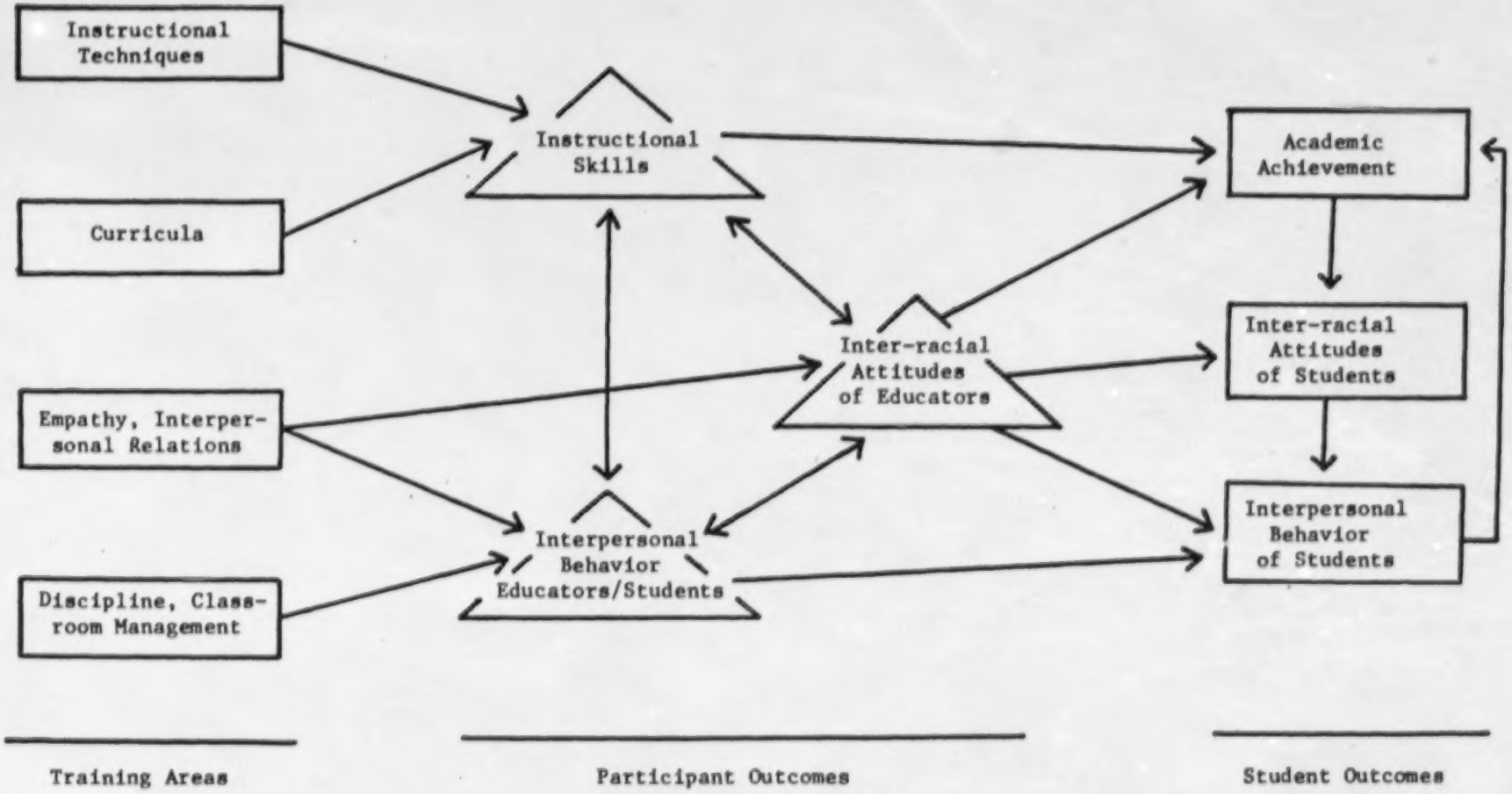

Figure 2. Summary of relationships between training areas and participant and student outcomes.

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